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This document is an end of the budget period report of the Elementary and Secondary Education Act Title III Inservice Education and Curriculum Project conducted by the Linn County Board of Education in conjunction with seven other Iowa counties in order to "assist local schools in improving the school program in selected academic and service areas by helping to define the needs at various grade levels related to these academic and service areas and by assisting in developing appropriate means of meeting the needs defined" and "demonstrate the potential for better education available in Iowa, under existing legislation, through utilization of services on an area basis." Included in this report are background information about the project: a statement of objectives: individual summaries of language arts, social studies, guidance, and support activities: and a financial report for 1967-1968. (SG)

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END OF BUDGET PERIOD REPORT

PROJECT Nº OE 67-3316
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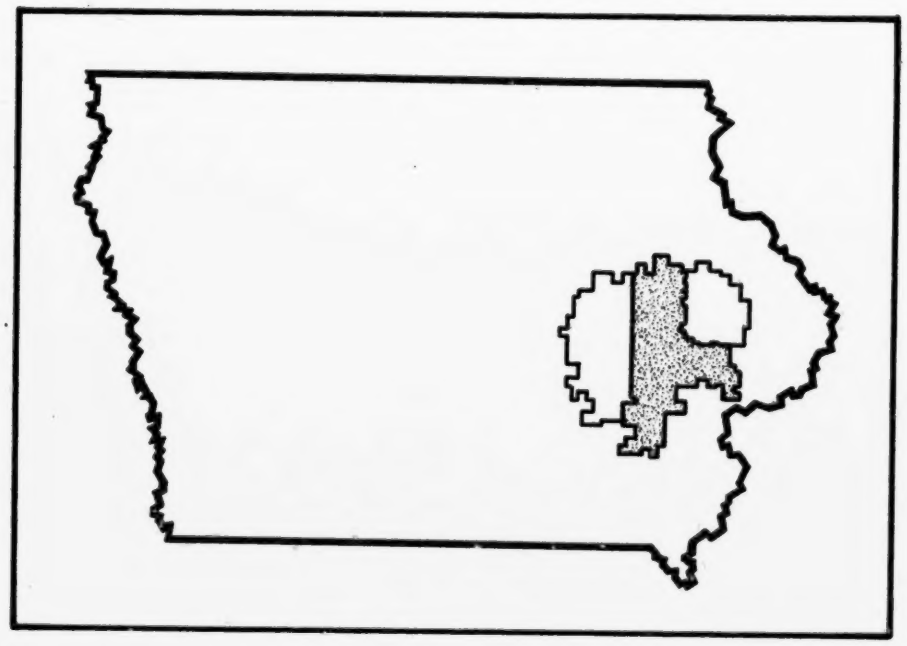
Title III Elementary-Secondary Education Act



"AN AREA PILOT PROGRAM FOR IN-SERVICE EDUCATION"

LINN COUNTY BOARD OF EDUCATION
305 SECOND AVENUE, S.E.
CEDAR RAPIDS, IOWA, 52401

SEPTEMBER 1, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION
TITLE III PROJECT NO. 67-03316-0

CHAPTER I

Background

The concept of the multi-county regional educational service agency to replace the county superintendent's office in Iowa has been much discussed in the last decade. The first related legislation came in 1961 when House Resolution 6 directed the Department of Public Instruction ". . . to prepare a statewide plan for the development of public area community colleges . . ." From this study came a recommendation that the state be divided into 16 multi-county areas, each with sufficient resources to support proposed area community colleges. (Appendix A and B)

Although the study submitted as a result of this directive did not result in any immediate implementing legislation for the establishment of the proposed 16 areas, the Iowa Department of Public Instruction proceeded to use the areas as a means of improving communications with local school districts of the state. Administrators of each area held monthly meetings, officers were elected, committees were appointed, and worthwhile cooperative efforts on a multi-county basis had their beginnings.

Legislation was passed in 1965 which made the establishment of multi-county vocational schools and community college areas permissive. The enthusiastic response of the state to this legislation was indicated by the fact that 15 of the areas proposed, with some boundary changes, had been approved and were in operation by 1967. (Appendix C)

The county school systems of Benton, Cedar, Iowa, Jones, Johnson, Linn, and Washington Counties were designated as Area 10. (Appendix D) The same legislature, by passing H.F. 533, also made it permissible for county school systems to merge to form intermediate service areas. (Appendix E) In 1966 the State Department of Public Instruction made a policy statement that if a merged area were to be formed, it should fall within the boundaries of the already established vocational school-community college areas.

Taking note of the discussions and legislation pertaining to multi-county services, the Linn County Board of Education, located in Cedar Rapids, Iowa, submitted a Title III proposal for a planning grant to determine "The Appropriate Functions and Services of a Multi-County Intermediate (Area) Educational Unit." The planning grant was approved in 1966, and the study was conducted during 1966-1967.

The desirability of conducting a pilot project involving one of the many potential services suggested in the study was discussed with the local administrators, with the county boards of education of the seven counties included in Area 10, and with personnel of the Department of Public Instruction. It was generally agreed that one of the most valuable services that could be provided for Iowa schools would be some form of directed in-service and curriculum work.

A second Title III proposal, prepared in response to this consensus was submitted to the U. S. Office of Education and was funded as a three-year project with a budget of $261,466 for the first year beginning August 1, 1967.

Activities

As soon as the project received official approval, a director was employed. The director employed was Mr. John H. Messerli, who had been

a local superintendent in Area 10 for thirteen years and had also been employed as coordinator of one of the new Cooperative Educational Service Agencies in Wisconsin from 1965 until he became director of this project in 1967.

Immediate duties included the establishing of working procedures (Appendix F), developing policies (Appendix G), selecting a staff (Appendix H), organizing the executive and advisory committees (Appendix I), preparing reporting forms (Appendix J), and evaluative forms (Appendix K).

The Advisory Committee Meets

The nucleus of a competent staff was employed and was ready to assist with pre-school workshops in the various local schools by the latter part of August. It was not possible to complete the entire staff at that late date, however. One additional consultant was employed at the semester, but the project operated with a shortage of two professionals during the entire year.

The delivery of a video taping van early in 1968 provided additional opportunities for services to the schools. Several of these projects, as well as consultative activities for the entire year, are summarized in following chapters.

A newsletter has been published each month and copies have been distributed to all school districts in Area 10, legislatures, other agencies, and interested persons (Appendix L).

CHAPTER II

Objectives

This project was developed with two major objectives in mind: (1) "To assist local schools in improving the school program in selected academic and service areas by helping to define the needs at various grade levels related to these academic and service areas and be assisting in developing appropriate means of meeting the defined needs," and (2) "To demonstrate the potential for better education available in Iowa, under existing legislation, through utilization of services on an area basis."

Evaluation

Evaluation procedures are discussed in the project as follows: "The pilot project proposed in this application does not lend itself to an evaluation by specific known instruments. However, the means for a reliable on-going evaluation are incorporated in the project design. Among the means that will be used to provide continuous evaluation are: (1) Subjective evaluation by project director, advisory committee, executive committee, chief consultants, consultants, and teachers and administrators of local schools. (2) Subjective evaluation by parents of students. (3) General community attitudes in school districts served. (4) Questionnaires to be developed by the project director and his staff, with the assistance of the advisory committee and executive committee for completion by local school personnel. (5) Rating scales to be developed by project staff for use by selected personnel in assessing effectiveness of selected areas. (6) Statistical data such as the numbers of in-service meetings held, workshops conducted, classrooms visited, support projects and materials produced, and related items would provide a measure of the extent to which the services of the project

staff were utilized by the schools of Area 10. (7) By objective measures of student achievement in the selected academic areas. (8) By observing increases in local district funding for in-service programs.

Admittedly, more than a one-year period will be required for a comprehensive utilization of some of the techniques cited above. The ultimate in desirable outcomes for the entire project would be a significant change in student achievement and behavior."

Many of the above procedures were put into operation during this first year. An attempt has been made to identify the methods and procedures used with the evaluation approach developed by Stuffelbeam of Ohio State University. Stuffelbeam states that "Evaluation is defined as the process of acquiring and using information for making decisions associated with planning, programming, implementing, and recycling program activities." And, "Since there are many kinds of decisions to be served by evaluation, there are also different kinds of evaluation. These may be divided into four generalized stages--context, input, process, and product."

1. Context Evaluation provides information for deciding upon the setting to be served, the goals associated with meeting needs, and the objectives associated with solving problems.

The development of this project is the result of this kind of evaluation which was accomplished by a careful analysis of the needs of the local schools of Area 10 and the types of services which should be provided through the intermediate unit of school administration.

The types of services which should be provided by the intermediate unit are described in the research conducted by the Iowa Center for Research in School Administration for the Linn County Board of Education under Grant No. OEG-3-6000980-1701 of the United States Office of Health, Education, and Welfare.

The specific service of curriculum and in-service on which this project is based was decided after a careful study of the needs of the local schools as determined by the administrators of those schools at various meetings held in each of the seven counties included in Area 10.

2. The objective of Input Evaluation is to determine the capabilities and procedures of the project in achieving the objectives established for the project.

This evaluation was carried out through the monthly meetings of the advisory committee, weekly meetings of the staff, monthly meetings of the local administrators, and periodic meetings of the executive committee.

The work of the consultants tends to follow a five-phase pattern: information phase, assessment phase, planning phase, implementation phase, and evaluation phase.

Reaction forms were developed and sent to the local administrators upon conclusion of each phase of the project in the particular school served (Appendix 11).

The consultants were also expected to provide a summary of each visit (Appendix 10). These two activities have also aided Input Evaluation.

3. Process Evaluation is needed to provide periodic feedback to project administrators and others responsible for continuous control and refinement of plans and procedures. The above mentioned activities also contribute to this phase of the evaluation. Two formal surveys of the local administrators were conducted and these have been used in this phase of the evaluation. The results of these surveys will be discussed under "Product Evaluation."

The project director made periodic visits to each of the local administrators for a first-hand discussion of the progress of the project.

4. Product Evaluation is used to determine the effectiveness of the project. Information such as the following is indicative here:

a. The consultants have conducted 273 visits to 50 different schools in which they worked closely with teachers or groups of teachers in curriculum and in-service activities. (Appendix M)

b. The consultants took part in or conducted in-service training sessions and/or workshops for the entire faculties of fifteen school districts.

In-Service Meeting

c. Five area in-service meetings were conducted. Over 450 teachers and administrators took part in these sessions.

d. At least ten schools have developed curriculum guides in the areas of language arts and social studies where non existed before. Many more curriculum guides are at various stages of development.

Consultant and Curriculum Committee
at Benton Community Schools

e. Many schools have now made it possible for curriculum committees to continue their work during the summer with committee members on extended contracts.

f. Other schools have made plans for extended curriculum work during the 1968-1969 school year with scheduled released time in-service days making it possible for local committees to continue work with the project consultants.

During the month of January, 1968, a survey of the local administrators of Area 10 was taken to determine their reaction to the project and to seek guidance as to the future of the project. The results of this survey is summarized in Appendix N. In summary, this survey indicated that 44 of 48 local administrators urge continuance and expansion of the project; 42 of the 48 urge expansion into other subject areas; and 38 of 48 local administrators urge inclusion of other types of services.

The results of the first survey and further discussion of the needs of the area brought forth a second more refined and expanded survey. (Appendix O)

In the second survey, 42 of 48 local administrators requested consultants in science, mathematics, music, and art. Thirty-five of 48 feel a

research director should be provided.

Administrators of the local schools and others have volunteered letters of appraisal of the project activities. (Appendix P)

The interpretation of the results of these evaluation procedures would indicate that the project is meeting the needs of the local schools and, in turn, the needs of the children; and that as far as it can be measured at this time, the first objective of the project is being achieved.

A Consultant Uses the Materials
in the Title II Center

Evidence of success in realizing the second objective came on February 23, 1968, when four of the seven counties of Area 10, (Cedar, Johnson, Linn, and Washington) acting under the permissive legislation of the Code of Iowa, voted to form a merged area which became effective July 1, 1968.

The New Joint
Board of Education

While this is not the full realization of the second objective, it should be noted that the four counties, which comprise 73 percent of the student population and 76 percent of the assessed valuation of the total seven-county area, were influenced by the success of the project and that the formation of the merger is of great enough significance to say that the second is also being achieved. (Appendix Q)

CHAPTER III

RESUME
LANGUAGE ARTS ACTIVITIES
Mildred W. Norris, Coordinator
Language Arts

Alburnett

The language arts consultants visited Alburnett on the following dates: November 8, December 5, December 20, and January 30. After an initial meeting with the superintendent and elementary principal, they had one general motivational session with language arts teachers, K-12. A sequence chart of language arts skills in all but reading was developed for K-6. The most recent meeting involved work with secondary teachers about their textbook selection, the writing program and the organization of the junior high language arts curriculum. Some individual consulting was done with one new teacher. The elementary teachers discussed general problems of language arts. Later in the year a consultant worked with an individual teacher in creative writing at the curriculum office. Further in-service by the consultants has not continued due to lack of interest of teachers in the area of language arts.

Anamosa

A secondary language arts consultant met with the English department chairman on February 1. The problem of integrating the various language arts skills and implementing them in the junior high was discussed. There was some discussion of evaluating their revised curriculum, but further meetings have not been scheduled by the school system.

Belle Plaine

Language arts consultants visited Belle Plaine on the following dates: August 31, October 11, October 31, November 2, November 15, December 13, January 17, and February 14. With the assistance of the high school principal, they planned a workshop to present some background information about Titles II

and III and begin curriculum evaluation. A series of monthly meetings has been held in secondary language arts to develop a curriculum for 7-12. At this time the teachers and consultant have developed a program of sequential skills in composition, reading and speech. They have also examined literature texts to be selected this spring. Objectives for grades 7-12 and a general philosophy for the entire department were worked on in April. Work was also done with a new teacher in which the high school consultant in the rhetoric department at the University of Iowa spent the day discussing college composition standards with the students in grades 11 and 12. Regular meetings have been scheduled for next year.

The elementary consultants have worked with the elementary faculty on these same dates in relation to the school districts reading program. Expansion of the first and second grade program into third grade has been accomplished as of February, 1968, and the group is now studying the best way to blend the primary program into the intermediate program. The local superintendent reacted to our work by saying: "All reports from Mr. Hanson are good. Looks like you have fine people, John."

Benton Community

The language arts consultants met with the teachers of Benton Community on the following dates: October 2, October 17, November 13, November 29, January 10, January 18, February 15, March 5, March 26, April 1, April 23, and May 13.

The sessions through February 15 centered on developing a curriculum for oral language and listening in the elementary language arts K-6. The first two meetings included the entire elementary faculty and the remainder of the

sessions were spent working with a voluntary committee of elementary teachers. They completed a tentative guide in oral language and listening K-6 with activities to implement the outline of goals developed.

The same procedure was followed during the second half of the school year in the study of the mechanics of written language and usage. The first two meetings were general sessions with the entire elementary faculty K-6. Then a select committee worked on building a sequence of skill development.

The summer extended contract program consisted of working with two teachers to compile activities for the various skills recorded by the previous committee.

As of August 1, Benton Community Elementary School should have a tentative guide with suggested activities for oral language and listening and mechanics of writing including usage in both oral and written language.

The secondary language arts consultants began working in curriculum with the teachers of language arts at the junior and senior high school. However, because of the great change in personnel, further work will need to wait until the fall term.

Regularly scheduled in-service meetings have been arranged for the 1968-69 school year.

Cedar Rapids

The Title III language arts consultants scheduled monthly meetings with the language arts consultant of the Cedar Rapids Community School District to exchange ideas. A cooperative workshop on the cross-media approach to language arts at the elementary level was held in the spring.

The secondary consultants also worked with several individual teachers on their literature and journalism courses.

Center Point

The language arts consultant met with the elementary teachers of Center Point for in-service meetings on October 3, October 21, November 15, February 1, and April 3. All sessions centered around phases of the language arts program in the elementary school. Individual work was done with a first grade teacher on November 15.

On April 8, a consultant met with the junior high principal and the teachers to discuss low scores on basic reading tests. Due to the lack of time before school closing, further assistance was postponed by the consultant.

Clarence

The language arts consultants met with teachers of Clarence on August 31, January 8, January 22, and February 5. The first meeting was held with the entire language arts committee (K-12) to help with selection of sequence of language arts program. The remainder of the meetings included demonstrations and discussions in problems of language arts K-6.

On May 6, the elementary consultant attended a meeting in which the entire language arts faculty (K-12) were informed of the study and recommendations were made by the language arts committee.

The elementary teachers adopted the recommendations and will put them into practice this next school year.

Clear Creek

On January 19, the language arts consultants met with the English teachers as part of a one-day workshop to initiate overall curriculum development. After the general meeting, the elementary teachers discussed textbooks with Scott,

Foresman representatives while the secondary teachers began curriculum work by discussing their present program.

On February 29, the elementary consultant met with the kindergarten and first grade teachers to discuss articulation between kindergarten and first grade.

On March 25 and May 2, the secondary consultants met with teachers to consider textbooks for purchase at several grade levels.

College Community

On December 18, 1967, the secondary language arts consultants met with the chairman of the English department to determine the needs of the language arts program. During a meeting of their committee on January 29, the consultants provided materials on elective courses, texts, and general curriculum. The chairman reacted to their work by saying that he "found the meeting informative" and requested further aid in modular scheduling in the English department and a critical evaluation of their language arts program, K-12, with suggestions for coordination.

Due to an almost complete turnover in the faculty for the ensuing year, further consultative services were deferred.

English Valleys

On February 8, the elementary consultant met with the elementary principal to discuss plans for an in-service meeting with the elementary teachers.

On February 19, March 19 and May 7 the elementary consultant met with teachers to discuss problems unique to each grade level. On May 29, the elementary consultant spent the morning planning with the elementary principal

for an in-service program of enriching basic reading programs for the fall term.

On February 19, the secondary consultant met with the secondary language arts teachers to consider a program 7-12 in language arts. Future work is planned for next year.

Regularly scheduled in-service meetings have been arranged for the 1968-69 school year.

Highland

One of the elementary language arts consultants has worked in this school district on August 24, October 24, November 7, January 4, February 8 and February 15 with either the entire faculty and/or the faculty steering committee over a period of seven months. Other meetings by the consultant and groups of the faculty have also taken place.

The objective of these meetings is the study of various reading series K-6 so that an adoption of the best series to fit the needs of the students can be accomplished in May of 1968. Several more meetings have been set for the months of March and April for the entire faculty with the representatives of the companies that the teachers have selected for intensive study so that recommendations for adoption can be made.

On May 1, selection and recommendations of a basal series by the teaching staff took place. Implementation of selection will be the prime interest for in-service work in the 1968-69 school year.

HLV

The secondary language arts consultants met with the language arts

teachers on November 27, December 7, January 10, February 1, February 7, February 8, March 6 and April 14. After initial meetings with the principal, the consultants met with the English teachers to work on a language arts program, 7-12. The first meetings were spent evaluating the present programs and setting group objectives. Much work was done to coordinate the junior high language arts program. In this conjunction, the elementary consultant joined the secondary people to show how to coordinate the reading classes with the total language arts program. Various procedures were demonstrated. The consultants and teachers then worked on a composition sequence, 7-12, as the first step in total curriculum development.

In a final evaluation of the year's work, from the teachers came the following comment: "[The consultants] not only helped us organize but in a charming way did a great deal to unify our English department."

Regular meeting dates for curriculum work at the secondary level have been scheduled for next year.

Iowa City

Language arts consultants visited the Iowa City schools on the following dates: September 13, September 28, and October 13. After an initial discussion with the curriculum directors, a date was set to visit the junior and senior language arts departments for an entire day. As a result of this visit, we were asked to present an overview of Titles II and III at a secondary workshop in October. The director of secondary curriculum reacted by indicating, "Our staff members who conferred . . . indicated satisfaction." And the chairman and the co-chairman of the language arts department wrote: "I wish to express personally my appreciation and congratulations for the excellent presentation

of your group at our October 13 Language Arts Workshop. I considered it immensely informative and enjoyable. The comments made to me by several of our English teachers that this was the best workshop we have had for several years verify this. In my first experience as co-chairman of the department, you made me feel proud to have had a small part in planning the program."

Iowa Mennonite School

On January 3, the secondary language arts consultants had a preliminary meeting with the principal to plan for writing a curriculum for language arts, 9-12. On January 31, the consultants and the English teachers discussed the current problems in their program and began working on a composition sequence.

Iowa Valley

The language arts consultants visited Iowa Valley on August 18, December 6, December 12, January 9, January 25, February 5, and February 13. The secondary consultant helped the principal and a reading teacher select a text and suggested possible techniques to use with slow learners. They then began a series of meetings to examine and develop the language arts curriculum, 7-12. The teachers decided to concentrate on reading and composition sequences this spring and start developing units for next year.

On March 12, 25 and April 30, the secondary consultant visited the system to consider rational and approaches to a language arts bloc at the junior high level and materials appropriate to a semester world literature course.

The first meeting involving the elementary consultants, after an initial meeting with the principal of the elementary school on an earlier date, concerned an overall presentation of some leading innovations in elementary language arts

curriculums. This meeting was followed by the January 9 session covering the various areas of language arts and individual teachers problems. Selection of the area of written language and its correlation with the entire program was decided upon for the point of departure for the study for this school calendar year. Visitation in classrooms by the consultants occurred on January 25. A meeting with representatives of the primary faculty and one with three teachers of the intermediate staff took place on February 13. Future direction of additional meetings has yet to be established by the administrator. The local administrator reacted by saying: "This consultive service is exactly what schools of our size needed. We are most happy and pleased with the work being done at this point."

To quote the administration: "We are very pleased with the service and assistance we received. Special services are made available to us that would be impossible for us to provide."

Linn-Mar

On January 15, the elementary and secondary language arts consultants met the language arts committees, K-12, to discuss procedure in curriculum revision. They shared ideas, materials and possible methods of approach.

On March 7, 14 and 21 the elementary and secondary consultants met with the faculty committees. The elementary committee evaluated and built a sequence for the Skills and Mechanics in Language Arts, grades 1-6. Secondary consultants reviewed the current composition program and compiled a sequential composition chart. A secondary consultant also arranged for an instructor from the University of Iowa to visit the senior classes. At a later date objectives for 12th grade terminal students in English were discussed.

Linn-Mar has scheduled August 9-19 for curriculum work with teachers on extended contract, the system's new curriculum director and the Title III language arts consultants.

Lone Tree

The language arts consultants met with teachers of Lone Tree on September 25 and January 4. The September 19 meeting was a part of a one-day workshop to initiate overall curriculum development. After the general meeting the elementary teachers discussed problems in the language arts classroom. The secondary consultant discussed the language arts curriculum with the entire high school faculty. The January 4 meeting was a preliminary meeting for discussion of new textbooks in the area of reading and social studies in the elementary school. The teachers decided to make a study of social studies textbooks first. Because of the time used to make the textbook decisions in the area of social studies, the administration felt that not enough of the school year remained to make a complete study of language arts materials. They plan to continue the language arts study during the fall term.

Monticello

The elementary language arts consultants met with one elementary school faculty on August 23 and 24 to discuss language arts and social studies trends as part of this faculty's in-service workshop preceding the beginning school year. In his evaluation, the principal stated: "I couldn't have asked for better cooperation. The overview . . . opened up some avenues of consideration which we propose to follow up in our in-service training meetings during the year." On December 7 and 11 the consultants spent afternoons with the other elementary

school faculty on creative writing. Procedures, approaches, ideas, and techniques were discussed along with presentation of suggested materials teachers could use in motivating students to write.

During the fall workshop, the secondary language arts consultant met with the language arts staff 7-12 to summarize their present program. They then asked specific questions about various phases of secondary language arts.

Mt. Vernon

Language arts consultants met with the language arts committee on December 14, February 7 and April 10. The meetings centered around problems of the language arts curriculum, K-12. Some topics discussed were the place of grammar in the curriculum, importance of creative writing, oral language and listening skills, a program of sequential reading.

On February 29, the secondary consultants met with a new junior high teacher to aid in planning her program. No definite plans have been made for further work at either the elementary or the secondary level.

North-Linn

The language arts consultants met with teachers of North-Linn, September 19, October 16, November 6, November 16, November 22, November 30, December 6, January 17, January 24, February 20, March 6, April 4 and May 8. The major consultant services centered around the three elementary schools of this reorganized school district. The in-service work consisted of group discussions, discussions with individual teachers and their problems, classroom demonstrations, and consulting with the elementary principal. The topics of discussion from September to February centered around improving the reading program. The

meetings during February, March, April and May centered around other areas of the language arts. The choice of new spelling series (1-6) involved a committee of teachers. Plans were just started to work on building a skill sequence in written language arts. This will continue this fall.

Norway

Elementary language arts consultants spent one afternoon with the elementary faculty discussing the teachers various problems in reading. The consultants met with pairs of teachers for 25 to 30 minute periods during the afternoon and finalized the session with a general meeting involving discussion of series selection and suggested procedure.

The secondary language arts teachers visited the curriculum laboratory and spent several hours discussing general problems. In two later meetings, the secondary people discussed composition and literature texts and common readings for 9-12. Regular meeting dates were scheduled for next year to pursue secondary curriculum work.

Tipton

On February 13, the elementary consultants were requested to meet with the elementary principal to act as advisors in production of a video in-service tape explaining their reading program. The consultants suggested a format for the program and types of scripting. Other meetings ensued involving production and preview.

As a result of this video-tape, an in-service program for third grade has been planned for the 1968-69 school year in order to promote the transition from one reading program to a correlation of all language arts skills at that level.

Washington

The elementary consultants held a series of meetings with Washington elementary teachers centering around problems of the language arts curriculum of the various grade levels. In May a meeting was held with the curriculum coordinator and the principals to suggest topics for an in-service program for the 1968-69 school year. One of the principals consented to chairman a group of selected teachers who would finalize these plans. Notification of the finalized plans will be given at a meeting of the curriculum coordinator of the school district and representatives of our project to be held on August 15. On March 20, May 7, 14, 21, 23 and June 5, the secondary consultants met with the junior and senior high teachers in consecutive meetings. At the junior high level the main items for discussion were a philosophy of language teaching, suitable textbooks, and techniques applicable to the language arts bloc. Language texts and a reading series were chosen. At the senior high level, the meetings dealt with the content of the senior electives to be initiated the 1968-69 school year. Approaches to world literature were also discussed. No further meetings have been scheduled.

West Branch

The language arts consultants have worked with this school district at the secondary level on September 21, October 10, October 25, and January 25 and on the elementary level on January 16. The elementary principal had requested several reading series be sent from our curriculum laboratory to his school so that the elementary faculty committee could have several days to study them. The elementary consultant visited the school on January 16 for an informal discussion with the principal on ways she could be of further assistance. A meeting has

been set between the consultant and the elementary principal in February to establish an agenda for the work days set for June 10 to July 5.

After an initial exploratory meeting with the junior and senior high principals, the secondary language consultants met with the teachers in 7-12 at which time they decided to adopt the strand approach to language arts. Work was done with an individual teacher on a general reading problem at the high school level. Later the consultants provided sample units in mass media, drama and humanities to help them build strands for this spring and next year. The local superintendent reacted to our work in this way: "We have been very happy with the consultant help from your office this year. The consultants have been high quality people."

West Branch also requested consultant services over a three-week period this summer. During that period the following was completed:

1. A K-12 language arts philosophy

*2. Optimum goals and considerations in writing, listening, speaking, reading and thinking, drawing from the State Department's English Language Arts Curriculum Series

3. Minimum skills for the elementary grades in capitalization, punctuation, usage and letter writing

4. An explanatory paper, "Why Teach Writing," for the elementary teachers

5. A style sheet for the elementary student

6. 4-6 illustrative lessons for use by beginning teachers and teachers new to the system to implement the work begun in the summer curriculum study

7. A 7-10 strand of oral and written composition skills, which will later be incorporated in content units

8. General objectives for the 7-10 content strands

*9. Recommendations for curriculum work

*10. A plan of action for implementation in 1968-69

More detailed plans for a 7-10 strand in a mass-media and communications are currently being worked on by the secondary members of the summer committee and the secondary consultant. The feasibility of a semester elective to be instituted in the 1969-70 school year is also being considered.

A final meeting of the administration and the consultants was held to discuss possible problems in implementation and to clarify responsibilities for such implementation. To assist in implementation, regular meeting dates have been set for next year.

An evaluation by the administration stated: "The consultants have been most helpful. They have given a great deal of guidance and leadership without being overbearing. They have given direction to our program."

Williamsburg

The language arts consultants met with teachers in the entire area of Iowa County on November 9. The program of the consultative services was explained to these teachers.

The elementary language arts consultants met with lower elementary teachers to discuss problems related to individual groups in the area of reading.

Extensive plans have been made to work with teachers in kindergarten, first grade and sixth grade during the fall term (1968-69).

Private Schools

Catholic schools of Cedar Rapids:

St. Pius	St. Jude's
St. Patrick's	Immaculate Conception
St. Matthew's	St. Wenceslaus

Individual requests by the principals of each school resulted in the

elementary consultants initially visiting each plant and meeting the principal. Some first meetings evolved with the consultants and the various faculties independently. After these preliminary meetings, combined faculty meetings of these schools were initiated. Discussions at these sessions involved, What the Language Arts Include, The Child and His Language, and Creative Writing and Its Involvement in the Total Curriculum. On November 16, the consultants spoke to the principals of the Catholic schools mentioned above along with other members of this organization, suggesting that a committee representing the combined faculties be established for further work. The consultants also suggested that grade level meetings be held among the schools so that teachers of a particular grade level would have an opportunity to exchange ideas, discuss common problems and plan mutually for the development of curriculum.

Two workshops were conducted with teachers in the use of media to enrich the reading program. Teachers of grades 1-3 met at the center on March 25. Teachers of grades 4-8 met at the center on April 22.

An individual meeting was held between the secondary consultant and members of the faculties mentioned above in regard to speech classes in the curriculum and participation by students in contests.

An elementary consultant spoke to an Elementary Methods class at Mount Mercy College on May 20, 1968.

Chapter IV

Resume of Social Studies Consultants' Visits
Kenneth Moore, Coordinator
Social Studies

Alburnett Community

On December 5, 1967 and January 30, 1968 a social studies consultant visited Alburnett. The purpose of the visits was to help develop a sequential program in social studies. The visits provided a time for the social studies teachers to discuss their program and share ideas. Some changes involving placement of American history and world history were agreed upon and were to be presented to the school administration for approval.

Amana Community

During the 1967-68 year five meetings between the consultants and the superintendent and principals and one meeting with the teachers were held. As a result of these meetings, plans were made to work on the social studies curriculum during the 1968-69 school year. Five meeting dates have been established and a preliminary survey of the current social studies curriculum has been completed.

Belle Plaine Community

The social studies consultants visited Belle Plaine seven times for in-service meetings. During these meetings the consultants and teachers analyzed the 7-12 social studies curriculum and developed a program with less content duplication. Work on teaching units was begun by each teacher during separate all day visits to the center at Cedar Rapids. The consultant helped the teacher to develop an organizing theme for the unit and to locate appropriate resources from the Title II Media Center. Meetings have been scheduled to

Belle Plaine Community Continued

continue the work during the 1968-69 school year.

Benton Community

Social studies consultants met with teachers on October 2, October 17, and February 15. These meetings were designed for the consultants to react to various ideas and plans the teachers were developing in social studies. At the October 17 meeting a demonstration lesson using creative dramatics in social studies was presented. Both elementary and secondary teachers will be working this summer on developing units of work. The principal commented, "...gave some excellent suggestions which will make the units more meaningful for the students."

Clarence Community

Three visits were made to Clarence resulting in a study of the K-6 social studies curriculum. After discussion of the results of the study, the teachers were able to select teaching resources which would be suitable for their course offerings.

Clear Creek Community

On January 19, 1968 an all day institute was held to relate information of our project services and to initiate a curriculum study. Consultants met with the 7-12 social studies teachers and discussed their current program. Much repetition and duplication of effort became apparent during the discussion. Some alternatives were suggested.

Although the consultants later in the year met with an individual teacher at her request and answered a request from the superintendent about choosing textbooks, it became apparent there would be no con-

Clear Creek Community Continued

certed effort on the part of the staff to develop a sequential social studies curriculum.

The superintendent who initiated the effort has left the system and there are at present no definite plans for the 1968-69 school year.

English Valleys Community

A social studies consultant met with the district's administrators and at a later time visited the Kinross and Webster elementary centers. Not wanting to involve the elementary teachers in too many projects at one time the district is planning to concentrate on the language arts curriculum at this time.

HLV Community

Social studies consultants have had sixteen meetings with the elementary and/or high school staff. The main purpose was to coordinate the social studies programs of the two elementary centers and to develop a vertical articulation K-12. A faculty steering committee is giving direction to overall curriculum and unit development.

Arrangements have been made with a supplier to provide use of much educational media materials during the 1968-69 school year.

Iowa Mennonite

Meetings at this private 9-12 school were on January 3 and 31. Main items of discussion were their current sequences and problem of students coming with widely different preparations. Work in the future will be on a curriculum sequence that will attempt to minimize duplicating the previous preparation of students.

Iowa Valley Community

Social studies consultants were invited into the system because the junior and senior high school principals felt the curriculum needed some revisions.

A chairman of the department was selected and during the eight meetings some beginnings were made toward developing a 7-12 curriculum. Plans were made for a content outline to be followed during the 1968-69 school year. Teacher turnover may hamper efforts to carry out the plans.

Lincoln Community

An elementary social studies consultant met with the teachers by grade level one morning with the discussion centering around questions asked by the teachers. The afternoon was spent observing classes. Some preliminary survey of the K-12 sequence has been done and may be expanded next year.

Lisbon Community

An introductory meeting was held with the administration. Interest was expressed in utilizing our services in 1968-69.

Lone Tree Community

Social studies consultants visited a part of a general institute on September 25. In January and February conferences with elementary teachers concentrated on making curriculum decisions before selecting textbooks. The conferences proceeded satisfactorily and the district has now made a textbook selection.

Marion Independent

Meetings were held to help develop a K-12 social studies sequence. The teachers surveyed teaching materials for the proposed units so they would know for which units materials would have to be developed by the staff. A K-12 program has now been adopted by the school board.

An evaluation of the work with this committee by the school's curriculum director, "I found the two consultants to be most cooperative and helpful in their analysis. Our committee expressed appreciation for their concern and indicated that a great deal was accomplished as a result of the work they (the consultants) had done."

Mid-Prairie Community

Most of the work has been done at the elementary level in trying to coordinate the programs of the elementary centers.

The junior high wants to revise the curriculum, but in relation to the rest of the system. The high school is satisfied with their current program. The elementary centers are scattered over the countryside (four major centers and five one-room centers) with two principals. The consultants are helping one elementary principal to select books for two grades and to look at the units that are presented to the students.

This system is going through a lot of internal reorganization and building. Consultants will be of more service to this school when the system achieves better internal organization.

The superintendent was impressed and "...felt the elementary meeting was well done and received by teachers."

Monticello Community

On Friday morning, August 25, an elementary social studies consultant conducted a preschool in-service workshop with the elementary teachers (K-6) at the Shannon Elementary School. The time was spent talking about innovations in the social studies curriculum and much emphasis on unit teaching. The teachers then divided into two groups (K-3 and 4-6 grade levels) to discuss individual problems at various grade levels.

North-Linn Community

Consultants met with the social studies teachers on September 19 as part of a general workshop day. It was apparent the teachers in this newly organized district need time to get together and discuss their courses and common problems. However, the district is expending its limited energies this year in the language arts field.

Olin Consolidated

Two meetingswere held on December 11 and 14 to discuss a proposed humanities course in this school. Suggestions were given about organization, materials, and methods. The course will be taught by joint effort of the music, social studies, art, and language arts departments.

Regis High School

Meetings were held on September 7, September 25, and November 8. The first meeting was a general one with the principal; the second was a faculty meeting at which we explained the Title II Media Center and our in-service project. At the third, social studies teachers were particularly interested in developing an inquiry approach. Trans-

parencies and demonstration films were used to discuss this with the social studies department.

Saint Patrick's, Iowa City

Three meetings were held with this school on social studies. The end result is that until the school system can solve some internal problems of facilities, grades to be staffed for the fall and what they really want to work on in curriculum, very little will be accomplished in this system.

The school principal said, "We have had most satisfactory meetings in social studies and your project will help the teachers help themselves."

Saint Pius X Elementary School

Visits were made on September 6 and February 7. About twenty-five teachers from several parochial schools attended the latter meeting which dealt with multi-media in social studies teaching which seemed to be well received. The Catholic schools of this area are currently engaged in a comprehensive study of their schools, including all aspects of curriculum.

Shellsburg Community

Visits to this school were made on September 11 and October 26 to discuss course content and method with individual teachers. The major problem here is teacher morale in a small, poorly equipped school. Efforts hampered by indication that both of the social studies teachers plan not to return next year.

Vinton Community

This school has a well organized social studies department. Consultants are used as advisors on whatever they plan in social studies. Work has been on an overall curriculum for their system and the preparation of a course of study for the next year at the seventh grade level. At the elementary level, meetings have been held pertaining to teaching economic concepts and general revision of the K-6 program. Elementary teachers have developed units for their grades K-5.

The superintendent said, "Social studies personnel were very much impressed by consultants and the leadership they provided." The principal said, "Both instructors (involved) and myself agreed that the consultants provided more leadership and practical assistance than ever before. We agreed that such a meeting is the real heart of a service such as your group provided. We were impressed by their enthusiasm and true interest in helping us."

Washington Community

Consultants have had two general staff meetings with the social studies teachers in this school system. The first meeting was a general session on curriculum and new methods of teaching.

At the second meeting curriculum again came under discussion. At this meeting the consultants felt that the staff is beginning to understand our position as a consultant rather than an evaluator.

The head of the department said, "I felt the meetings were very worthwhile. Other staff members agreed and we should have additional ones."

During the month of June, the department head and another staff member worked one day at the curriculum center in Cedar Rapids. From

material they gathered at that time and from their teachers at an earlier time they prepared a preliminary curriculum report that will be presented to the school board early in September, 1968.

The superintendent said, "From the comments of the teachers since this meeting much thought and work has been done. This is the type of meeting the teachers have been asking for and anticipating."

West Branch Community

Consultants had eighteen meetings with the principals and staff members. A department head was chosen, departmental plans were made, and departmental meetings set for the school year.

This school examined its curriculum in social studies, 7-12. They made several changes in placement of courses and also in approach to the teaching of these courses.

The teachers formed study groups, evaluated the individual programs, had group meetings, and outlined a curriculum guide for the social studies department. From this outline the next step is to develop teaching units. Skills and objectives will be blended into each of the teaching units to fit the overall curriculum.

The consultants feel this department is now functioning as a curriculum team. The superintendent said, "We have been very happy with the consultants' help this year. The consultants have been high quality people."

The principal said, "All of your consultants have been very able and have helped us greatly. I particularly appreciate the time and effort they have taken with our social studies department."

Williamsburg Community

The consultants had ten meetings with this school in relation to the social studies program. The first meeting was a Title III staff, general informational presentation. One meeting with the social studies staff was an informal discussion on curriculum. The other meetings have been with the head of the social studies department. The last three meetings a representative from the elementary school worked with the secondary department head on curriculum planning for next year. The elementary and secondary programs were reviewed and suggestions were drawn up for future consideration by the teachers for the 1968-69 year.

This preliminary report was presented to the school board with the approval of the school administration. It has some suggestions such as released time, workshop programs, and administrative involvement that would need board approval to carry out. The board was pleased, did approve the preliminary suggestions and they will now be presented to the teachers at the fall workshop.

We are moving slow but with administration leadership and co-operation, the teachers should be able to develop a program for their school system.

CHAPTER V

RESUME
GUIDANCE ACTIVITIES
TITLE III IN-SERVICE EDUCATION AND CURRICULUM PROJECT

Rex Shaffer, Coordinator
Guidance

I. REPORT OF ACTIVITIES

It is the purpose of this part of the report to summarize the activities of the Guidance Consultant, Title III In-Service Project for the period August 1 to August 1. It is organized around the following headings:

Projects
In-Service Meetings
Testing Activities
Meetings and Conferences
Individual Visits to Local Schools

Projects:

Basic Information on Iowa Colleges

A booklet was compiled containing basic current information about Iowa Colleges. 4500 were printed and distributed to the students of the schools in the seven-county area. Also, some were requested outside the area and these were supplied. Favorable comments state-wide as well as in the area have been made about this project.

Updating of Entry Occupation Book

831 questionnaires were sent out to various business concerns in the seven-county area. These questionnaires were collected and the information was distributed to counselors in the area to use with students in providing information about entry occupations in the area. The book was placed in the counselor's hands the latter part of March.

Parent-Teacher Conference Video-Tape

This video-tape is designed for use by counselors and/or administrators in in-service meetings with their staff. The tape is a simulated parent-teacher conference designed to stimulate thinking about this phase of the teacher's duties. A dittoed worksheet is handed out preceeding the viewing followed by

discussion time conducted by the local counselor, administrator or by the guidance consultant.

U.S. Senate Youth Contest

Promoted the contest in Linn County by distributing materials to principals, testing the nominees, and coordinating the contest with the State Department of Public Instruction. We are pleased that we had a state winner from Linn County for the second year in a row and a winner or runner-up in five out of seven years.

Article - Iowa Personnel and Guidance Journal

Authored an article entitled "The Intermediate Unit: Implications for Guidance and Counseling in the State of Iowa" which was printed in the winter, 1968 issue of the Iowa Personnel and Guidance Journal, a state-wide publication serving about 700 counselors.

Elementary Guidance Video-Tape

A video-tape showing four elementary guidance programs now in operation in our area has been prepared. This will be used by school personnel to stimulate interest and provide information to boards of education, parent groups and similar groups of the lay public about elementary guidance programs.

Counselor Survey

Conducted a survey at the request of the counselors dealing with salaries, secretarial help, facilities and similar items to be used by counselors as a basis of comparison. Tabulated the results and mailed tabulations to the 95 counselors in the area schools.

In-Service Meetings in Local Schools:

Belle Plaine	1
Benton Community PTA	1
Cedar Rapids (Counselors Meeting)	2
Clear Creek	1
Clear Creek (Parent-Teacher Video-Tape)	1
College Community	1
Highland	1
Iowa City	1
Iowa Valley (Marengo)	1
Iowa Mennonite (Parent-Teacher Video-Tape)	1
Harrison (Cedar Rapids)	1
Olin	1
Solon	1
St. Matthew's	1
St. Pius PTA	1
Toddville	1
Tyler (Cedar Rapids)	1
Urbana	1
Williamsburg	1

Generally, in these in-service meetings the guidance consultant made a presentation or conducted a discussion group.

Testing:

Mid-Prairie (Consultation with Testing Committee)	1
North-Linn (Consultation with Testing Committee)	1
Vinton (Consultation with Testing Committee)	1

Furnished materials for GATB testing at Linn-Mar and Alburnett.

Professional Library:

The professional guidance library which was built up over the years by Linn County has been integrated with the Title II library to serve the seven-county area. It is hoped more use will be made of this material by the professional personnel in the area.

Title VI:

Served as project coordinator of Title VI planning study of Special Education and Pupil Services in RESA X.

Meetings and Conferences:

Eldora (Training School Coordination)	2
Area X Superintendents	9
County Superintendents	1
Des Moines (State Department)	3
Des Moines (Polk County)	1
Ames (State County Coordinators)	1
Cedar Rapids (State County Coordinators)	1
Des Moines (State County Coordinators)	2
Des Moines (Iowa State Education Association Convention)	1
Iowa City (Administrator's Conference)	1
Cedar Rapids (Follow-Up Meeting)	2
Des Moines (Follow-Up Meeting)	1
College Community (Elementary Counselors)	1
Monticello (Area meeting on RESA)	1
Iowa City (IPGA)	1
Des Moines (IPGA)	1
Des Moines (State Department Meeting - new counselors)	1
Cedar Rapids (Vocational Rehabilitation)	1
Cedar Rapids (State Department Personnel)	1
Tipton (IPGA)	1
Cedar Falls (Annual Guidance Conference)	1
Cedar Falls (Annual Elementary Guidance Conference)	1
Davenport (County Officers)	1
Tipton (College Admissions)	1
Iowa City (Junior High Conference)	1
Omaha (Trade School Day)	1
Independence (NE County Superintendents)	1
Des Moines (3 day institute on Identification of Emotional Problems)	1
Cedar Rapids (Coordinated and publicized in cooperation with the State Department and Area X Community a tour of Community College facilities and State Department vocational survey for the counselors in the seven-county area)	1
Cedar Rapids (Conducted an all-day in-service conference for counselors and county coordinators)	1
San Diego (Simulation Conference and visitation San Diego County Schools)	1
Lincoln, Nebraska (6 state Title VI and Title III)	1
Cedar Falls and Waterloo (Special Education Program)	1
Davenport (Special Education Program)	1
Toledo (Special Education Program)	1

Individual Visits and Consultations:

Iowa City	4
Mt. Vernon	3
Belle Plaine	2
St. Pius (Cedar Rapids)	1
St. Matthew's (Cedar Rapids)	1
Central City	2
North-Linn	3
Center Point	2
Marion	3
Area X Community College	9
Tyler (Cedar Rapids)	3
Harrison (Cedar Rapids)	1
College Community	7
Washington (Cedar Rapids)	1
Regis (Cedar Rapids)	1
Kennedy (Cedar Rapids)	1
Jefferson (Cedar Rapids)	1
LaSalle (Cedar Rapids)	1
Springville	1
Alburnett	1
Benton Community	2
Highland	1
Mid-Prairie	3
Iowa Mennonite	1
Clarence	2
Monticello	2
Solon	2
Roosevelt (Cedar Rapids)	1
Linn-Mar	3
Lincoln	1
Lowden	1
Tipton	2
West Branch	1
Taft (Cedar Rapids)	2
Vinton	2
Shellsburg	1
Iowa Valley	1
HLV	1
English Valleys	2
Anamosa	1
Clear Creek	1
Williamsburg	1
Deep River-Millersburg	1
Urbana	1
Cedar Rapids Board of Education	7

II. PROPOSAL - TEST SCORING

As a result of the tabulation of a questionnaire sent to all counselors in the seven-county area, it indicated the most need for scoring of the following tests:

The Lorge-Thorndike Intelligence Test
The Strong Vocational Interest Test
The Differential Aptitude Test

Contracting data processing facilities and services, the project would provide two scoring dates, one in October and one in November. This would provide considerable flexibility for the local schools and also utilize "down time" on the data processing machinery. Not all schools in the area are using all of these tests at the present time, but we anticipate good use of these services. The project would provide print-outs of scores and other information as needed by the schools. It is hoped the project efforts will be able in the future to establish a minimal scoring program for all the local schools in the area and provide research data that would be beneficial in the assessment of their student body and individual student assessment.

III. PROPOSAL - FOLLOW-UP

In response to local school need in an area in which little or nothing is being done, it is proposed the project institute a comprehensive longitudinal follow-up of students in the seven-county area. This follow-up will provide a great deal of information and research data for use by the local district. In cooperation with the State Department of Public Instruction, the Iowa Educational Information Center (Card-Pac data) and the area local schools, it is planned to bring together in a meaningful way information on student needs, dropouts, program assessment, etc. for the local districts. In addition to utilizing certain Card-Pac data, a series of questionnaires will be prepared to follow students beginning in 8th grade through five years after high school graduation. Different information on each student will be gathered each year to provide a comprehensive picture at the end of ten years. By starting in 8th grade (or 16 years of age) which according to Iowa law is compulsory attendance, we will pick up dropouts, transfers, etc., as they occur so they can be contacted by local personnel as these changes occur. By using contracted data processing facilities and services to process the data, it is felt this type of study will provide information which will be far reaching in significance to our area local schools and will be a service that would ordinarily be unavailable to even the largest schools in the area. The advantage of doing this on an area basis by a service agency will be that of stability, continuance, and proper financial support as well as leadership in the area of research. We think it will be a significant step in improving educational opportunities for schools of the area.

IV. FUTURE PLANS

Implement Follow-Up

Implement Test Scoring

Update and expand Service Agency Book

Industrial Career Day

Video-Tape Productions

Community College

Industries in area

Individual In-Services with counselors

Development of Occupational Information for Area and State

Develop small in-service groups of counselors in the seven-county area.

Launch into some research in local schools both locally and area wide.

Coordinate efforts with Iowa Employment Security Commission to provide improved procedures in General Aptitude Test Battery testing program in the local schools.

Develop materials and procedures for using the results of ITED-ITBS testing and Card-Pac information and conduct workshops with school administrators and counselors in making maximal use of this information in their school.

CHAPTER VI

RESUME

TECHNICAL SERVICES ACTIVITIES
TITLE III IN-SERVICE EDUCATION CURRICULUM PROJECT

David L. Little, Coordinator
Technical Services

The technical services portion of the Area In-Service Education and Curriculum Project was established as an integral part of the on-going activities of the Project to provide assistance in the design, preparation, and production of print and non-print media for the consultative staff and schools engaged in related project activities. The technical support staff is now comprised of six persons: a coordinator, a graphic artist, a production specialist, a photographer, a television technician, and a secretary.

Services offered to the curriculum consultants of the Project and schools involved in project activities include:

Graphic Services. The planning and production of layout copy for publications and photographic processes, curriculum organization charts, scheduling boards, publication illustrations, transparency master production, graphing, lettering and sign work, dry mounting, graphics for television, and other related artwork.

Photographic Services. The production of 2 x 2 colored and black-and-white slides, filmstrips, black-and-white photographic prints, photgraphic transparency masters, standard and Polaroid photographs for printed publications, photographic documentation of project activities, photographic copying, photography for television presentations, and

specialized photographic projects designed by consultants or schools involved in project related activities.

Video and Audio Taping Services. Production or duplication of project or locally produced video and audio tapes. The In-Service Education and Curriculum Project has at its disposal one of the most up-to-date mobile video taping facilities in the Midwest. The mobile video taping van contains the necessary equipment to produce professional, quality programs. The unit has complete flexibility of operation because of its internal power source, heating, and air conditioning. The van has been designed and is used for year-round operation. Technical Support Services also has furnished audio tape and duplication services to the consultant staff and local school districts involved in project activities.

Programming Services. The coordinator of Technical Support has been available as an educational media specialist and has been utilized by the consultant staff in the planning, writing, production, and presentation of materials produced by and for the Project.

Equipment Loan Services. It has been and will continue to be the responsibility of the Technical Support Services to provide to the consultants a wide array of technological equipment for use in Project activities by the consultant staff. Such equipment includes:

35mm camera, standard lens--2
35mm camera, 28mm wide angle lens--1

half-frame filmstrip camera--1
Polaroid camera--1
flood lights for photography--2
copy stand for photography--1
flash equipment, bulb or electronic--1
slide projector, Kodak Carousel, 80 slides--2
filmstrip slide projector--1
filmstrip record combination player projector--1
tape recorder, AC battery operated cartridge type--3
monaural tape recorder, Wollensak AC operated--1
stereo tape recorder, Panasonic AC operated--1
record player, monaural 3-speed--1
overhead projectors--3
opaque projectors--1
video tape recorder, ½" Sony with monitor camera--1
1" video tape recorder, Ampex 7500 with camera and accessories in mobile van--1
mobile television unit--1
PA system, portable--1

In-Service and Educational Media. The entire Technical Services staff has been used by the consultant staff and local school districts to conduct in-service education workshops, meetings, and conferences in educational media.

STAFFING

Careful consideration has been given to the selection and employment of the Technical Services staff. It is in the opinion of the coordinator of Technical Services that the members of the Technical Services staff have outstanding qualifications and are extremely capable in their assigned positions.

Background Information on Technical Services Staff

James Dorrance - Graphic Artist

Mr. Dorrance has served three years as a technical illustrator with the United States Air Force and two years as a technical writer and illustrator for the Amana Refrigeration Company. His background experience in the area of graphic communication includes

work in copy layout, photography, transparency production, and related artwork. The high degree of quality of Mr. Dorrance's work has been reflected in the type and quantity of finished product work prepared by the project.

Tom Burton - Photographer

Mr. Burton has brought to Technical Services of the In-Service Project a wealth of experience in all phases of photography and darkroom procedures. Adept at the design and operation of darkrooms,he has proven his ability by producing work of the highest quality. His background experience includes the position of chief photographer on a college yearbook staff, as well as the positions of photographer and technician for a local publishing firm. Photographic documentation of the Title III E.S.E.A. Project has been expertly accomplished by Mr. Burton.

Mrs. Miles Smaby - Production Specialist

Mrs. Smaby, an employee of the Linn County Board of Education now with the Joint County System, has gained a great deal of knowledge in the perparation and production of printed and projected materials for use in the classroom. Mrs. Smaby has specialized talents in the production of maps and transparencies. Such expertise has been put to good use in the preparation of materials for the In-Service Project.

Russell Ayers - Television Technician

Mr. Ayers' electronic ability can be attributed to his training received as a United States Air Force radio technician. Mr. Ayers came to the Project with several years of electronic

experience in commercial television. It is essential to the T.V. and audio taping portions of the Technical Services to have a person such as Mr. Ayers to handle the technical portion of production because of the sophistication of the equipment involved.

Julie Blohm - Secretary

Miss Blohm, a recent graduate of the American Institute of Business in Des Moines, has brought efficient and effective secretarial ability to the staff of the Technical Services. It is the opinion of the coordinator that Miss Blohm has exceptional ability in the area of office practices and has done exceedingly well as Technical Services secretary the first year of the Project.

HIGHLIGHTS OF MAJOR PROJECT ACTIVITIES OF THE TECHNICAL SERVICES STAFF

Although the activities of the Technical Services staff are diversified in nature, it is felt by the coordinator that a number of outstanding activities should be reported in order to illustrate the nature and scope of the Project's Technical Services. The contribution of the Technical Services staff is, to a large extent, reflected in the reports and products of the In-Service Education and Curriculum Project staff.

Artwork, Photography, and Recording Services for the sound filmstrip, "The Regional Educational Service Agency--Its Role in Education," a 22-minute sound filmstrip produced by the Technical Services in cooperation with the Iowa Center for Research in School Administration under a Title III grant awarded to the Linn County Board of Education.

Television Production. Technical Services has produced, in less than one-half year, a number of video tape programs for use in in-service training. They include "Parent-Teacher Conference," a simulated parent-teacher conference to illustrate techniques and procedures of such a conference. "Elementary Guidance," a video tape illustrating ongoing elementary guidance activities within the merged area. "Tipton Elementary Reading Program," a video tape illustrating programmed reading in the Tipton Elementary School used for in-service training. "LaSalle High School Communications Project," a series of video tapes written and produced by the students of LaSalle Catholic High School in Cedar Rapids, Iowa, illustrating concepts in communications. During a two-week period the Technical Services staff assisted the students and instructors of LaSalle High School in television programming and technical operation of television stations. The equipment from the mobile van was then placed in the attendance center to simulate a broadcast studio. "Title II - Title III Tour." The Technical Services staff also produced a tape showing the services and facilities available from the Title II and Title III Projects of the Linn County Board of Education, now the Joint County Board of Cedar, Johnson, Linn, and Washington Counties.

In addition to a number of short demonstrational video tapes the Technical Services also demonstrated the mobile unit to local school districts on a number of occasions.

Hoover Library and Birthplace Project. The staff of the Technical Services, working in conjunction with the social studies

and language arts consultants have prepared over 90 slides for use in classroom instruction. The slides describe the Hoover Birthplace, Presidential Library, and grave site.

Plum Grove and the Old Capitol Photographic Materials. The coordinator and photographer of the Technical Services, working in conjunction with the language arts and social studies consultants, have prepared a number of slides on Iowa's first capitol and Plum Grove, a territorial mansion. These materials will be tested in several schools during the year. Projected plans now include the photographing of the Amana Colonies area.

Cedar Rapids History Slides. The photographer and members of the Technical Services staff have prepared a number of 2 x 2 colored slides on the history of Cedar Rapids, including slides of public and private buildings. This particular slide set will be tested by the Cedar Rapids schools for incorporation into their present third grade social studies curriculum.

Workshops and Conferences. Technical Services of the Title III E.S.E.A. In-Service Education Project has conducted three workshops. They were "Concepts in Communication," a conference on new communication techniques for education; "Instructional Television and Video Taping Conference," a conference on the application of television and video taping in education; "Summer Media Workshop," a two week production workshop in educational media for the teachers, associate teachers, teacher aides, and administrators of the area served by the Project. This particular workshop was aimed at basic production of

audiovisual materials, communication theory, and application of media in the classroom. Sixteen teachers, teacher aides, librarians, and AV coordinators with minimal training in educational media attended this workshop. No academic credit was offered; however, local school districts agreed to award the teachers involved credit toward salary schedules.

In addition to the above-mentioned workshops, the coordinator of the Technical Services has conducted numerous short workshops in the local school attendance centers during the year, two of which included a one-week session in school media consultation services for the teachers.

Tours and Visitations. The coordinator of Technical Services also designed and conducted a tour of area educators to an area instructional television network in Peoria, Illinois. As a result of that trip, the Joint County System has made application to the United States Office of Education for a grant to conduct a feasibility study on the professional development and instructional needs of the seven counties served by the Title III Project.

Numerous other materials and accompanying services have been offered to and accepted by the consultants of the Project and local school districts within the area served.

4351 (REV. 12/66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FED

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Center

OTE: Please read the attached Instructions before completing this form)

ME AND ADDRESS OF AGENCY	PROJECT NUMBER	GRANT NUMBER
shington 305 Second Avenue S.E. Cedar Rapids, Iowa 52401	67-3316	OEG 3-7-70336-4

RT I – EXPENDITURES *(other than construction)*

(Check One) ☐ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☐ ESTIMAT ☒ FINAL E

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION					
FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	
		PROFESSIONAL	NON-PROFESSIONAL				
1	2	3	4	5	6	7	
ADMINISTRATION	100	$	$ 4,998.41	$	$ 157.50	$	$
INSTRUCTION	200	98,179.21	35,039.12	600.00	10,316.11	11,807.71	
ATTENDANCE SERVICES	300						
HEALTH SERVICES	400						
PUPIL TRANSPORTATION SERVICES	500						
OPERATION OF PLANT	600						
MAINTENANCE OF PLANT	700						
FIXED CHARGES	800						
FOOD SERVICES	900						
STUDENT-BODY ACTIVITIES	1000						
COMMUNITY SERVICES	1100						
REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c						
CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						
TOTAL →		$ 98,179.21	$ 40,037.53	$ 600.00	$ 10,473.61	$ 11,807.71	$
NEGOTIATED BUDGET →		$ 127,365.00	$ 37,203.00	$ 600.00	$ 5,855.00	$ 17,880.00	$

OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R57(
APPROVAL EXPIRES 6/30/68

ARY/EXPENDITURE REPORT OF FEDERAL FUNDS

ducation Act of 1965 - Supplementary Centers and Services Program

PROJECT NUMBER	GRANT NUMBER	STATE
67-3316	OE 3-7-70336-4983	Iowa

OSED BUDGET SUMMARY
DETAIL SCHEDULES)

☐ ESTIMATED EXPENDITURE REPORT
☒ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG: 8-1-67 END: 7-31-68

E CLASSIFICATION

MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
6	7	8	9	10	11
$ 157.50	$	$	$	$ 5,155.91	$ 5,150.00
10,316.11	11,807.71		2,593.20	158,535.35	188,199.00
			11,796.94	11,796.94	9,078.0
		61,213.33		61,213.33	59,039.0
$ 10,473.61	$ 11,807.71	$ 61,213.33	$ 14,390.14	$ 236,701.53	$ 261,466.0
$ 5,855.00	$ 17,880.00	$ 59,039.00	$ 13,524.00	xxxxxxxxxxxxxx	$ 261,466.0

PART II – CONSTRUCTION EXPENDITURES

(Check One)

- ☐ PROPOSED BUDGET SUMMARY
- ☐ ESTIMATED EXPENDITURE REPORT
- ☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD *(Month, Day, & Year)*

BEGINNING:

ENDING:

	EXPENDITURE ACCOUNTS	ACC'T NUMBER	AMOUNT	NEGOTIATED BUDGET
	1	2	3	4
1	SITES			
	A PROFESSIONAL SERVICES	1210a	$	$
	B IMPROVEMENT TO SITES	1210c		
2	BUILDINGS			
	A PROFESSIONAL SERVICES	1220a		
	B NEW BUILDINGS AND BUILDING ADDITIONS	1220b		
	C REMODELING (IF $2,000 OR LESS ENTER IN PART I)	1220c		
3	ADMINISTRATIVE EXPENSES *(Specify below)*	1220		
	A			
	B			
4	LEASING OF FACILITIES			
5	TOTAL →		$	$

PART III – SUMMARY - AUTHORIZATI

BUDGET PERIOD *(Month, Day, and Year)*

BEGINNING: 8-1-67 ENDI

	ITEMS
	1
1	AMOUNT AUTHORIZED FOR EXPENDI BUDGET PERIOD SHOWN ABOVE
	A UNEXPENDED FUNDS FROM GRA AWARDED FOR PRIOR BUDGET PERIOD
	B APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE
	C TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)
2	EXPENDITURES DURING BUDGET PE SHOWN ABOVE
3	UNEXPENDED BALANCE OF FUNDS A FOR EXPENDITURE DURING BUDGET ABOVE (ITEM 1 MINUS ITEM 2)

PART IV – CUMULATIVE TOTALS - GI

	ITEMS
1	GRANT AWARDS
2	CASH RECEIVED

THIS FISCAL REPORT IS CORRECT AI INCLUDED HEREIN ARE DEEMED PRO TO THE GRANT AWARD.

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGRA	
						EXP. CLASS	BAL. PAY
1	2	3	4	5	6	7	8

GEO. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM.	GENERAL LE	
					DEBIT	C
13	14	15	16	17	18	

UMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

OD *(Month, Day, and Year)*

8-1-67 ENDING: 7-31-68

☐ ESTIMATED EXPENDITURE REPORT

☒ FINAL EXPENDITURE REPORT

ITEMS		PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II CONSTRUCTION EXPENDITURES	TOTAL
1		2	3	4
AUTHORIZED FOR EXPENDITURE FOR PERIOD SHOWN ABOVE →		261,466.00		261,466.00
XPENDED FUNDS FROM GRANT RDED FOR PRIOR BUDGET IOD	$			
ROVED GRANT AWARD FOR GET PERIOD SHOWN ABOVE	$ 261,466			
TAL FUNDS AUTHORIZED FOR GET PERIOD ABOVE ME AS ITEM 1, COL. 4)	$ 261,466			
DITURES DURING BUDGET PERIOD ABOVE →		236,701.53		236,701.53
ENDED BALANCE OF FUNDS AUTHORIZED PENDITURE DURING BUDGET PERIOD SHOWN (ITEM 1 MINUS ITEM 2) →		24,744.47		24,744.47

CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

ITEMS	CUMULATIVE TOTAL TO DATE
AWARDS	261,466.00
ECEIVED	261,466.00

AL REPORT IS CORRECT AND THE EXPENDITURES HEREIN ARE DEEMED PROPERLY CHARGEABLE RANT AWARD.

SIGNATURE OF PROJECT FISCAL OFFICER	DATE
SIGNATURE OF PROJECT DIRECTOR	DATE

OF EDUCATION USE ONLY

JECT LASS	PROGRAM CODES				VOUCHER NUMBER	SCHEDULE NUMBER
	EXP. CLASS	BAL. PAY		SEC. REPT.		
6	7	8	9	10	11	12

CR. SYM.	GENERAL LEDGER		APPROPRIATION SYMBOL	
	DEBIT	CREDIT		
17	18	19	20	21

GPO : 1967 O--241 21

2